# Analyzing
# The
# Kentucky Performance Report (KPR)

# A Staff Workshop Model

**September 2004**

Version 1 (August 11, 2004)
Testing Unit, Jefferson County Schools
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Source: Developed from JCPS and KDE material

Kentucky Performance Report Analysis Model
2004-05

Purpose: To provide a staff development model a school can use to analyze the Kentucky Performance Report scores in a timely, effective, and meaningful way.

Overview: Form analysis teams using the school staff. The teams will be assigned one or two specific KPR areas to explore. After the analysis, teams can report to the large group and discuss future action.

Who's Involved: It's suggested that as many staff as possible be involved. In large schools, it may mean you have several teams addressing one area. That's okay since the more people involved the more insight can be gained.

The Materials: (1) Kentucky Performance Report 2004 (one per person or appropriate sections)
(2) No Child Left Behind Report
(2) Item Level Reports
(3) Kentucky Core Content for Assessment Version 3.0
(4) Questions to analyze KPR Reports (see attached)
(5) School Findings Form (see attached)

The Steps: (1) Form Analysis Teams around the following KPR reports:

a. Reading Data
b. Math Data
c. Science Data
d. Social Studies Data
e. Writing Portfolio/Writing on Demand Data
f. Arts/Humanities Data
g. Practical Living Data
h. No Child Left Behind Report

(2) Provide each team with individual sets of the KPR, the Steps to Analyze KPR Reports, and the School Findings Form. For best results have these reports on the designated tables before arrival of the staff.
(3) Review the purpose and goals.
(4) Review the documents, the Steps and Findings Form.
(5) Tell the team their assignment: Using the documents, your team is analyze the data answering the questions listed in the Steps to Analyze the KPR. In addition, fill out the School Findings Form.
(6) Allow 30 minutes for analysis
(7) Have each team report their findings to the group.
(8) Collect the School Findings sheets for further use.

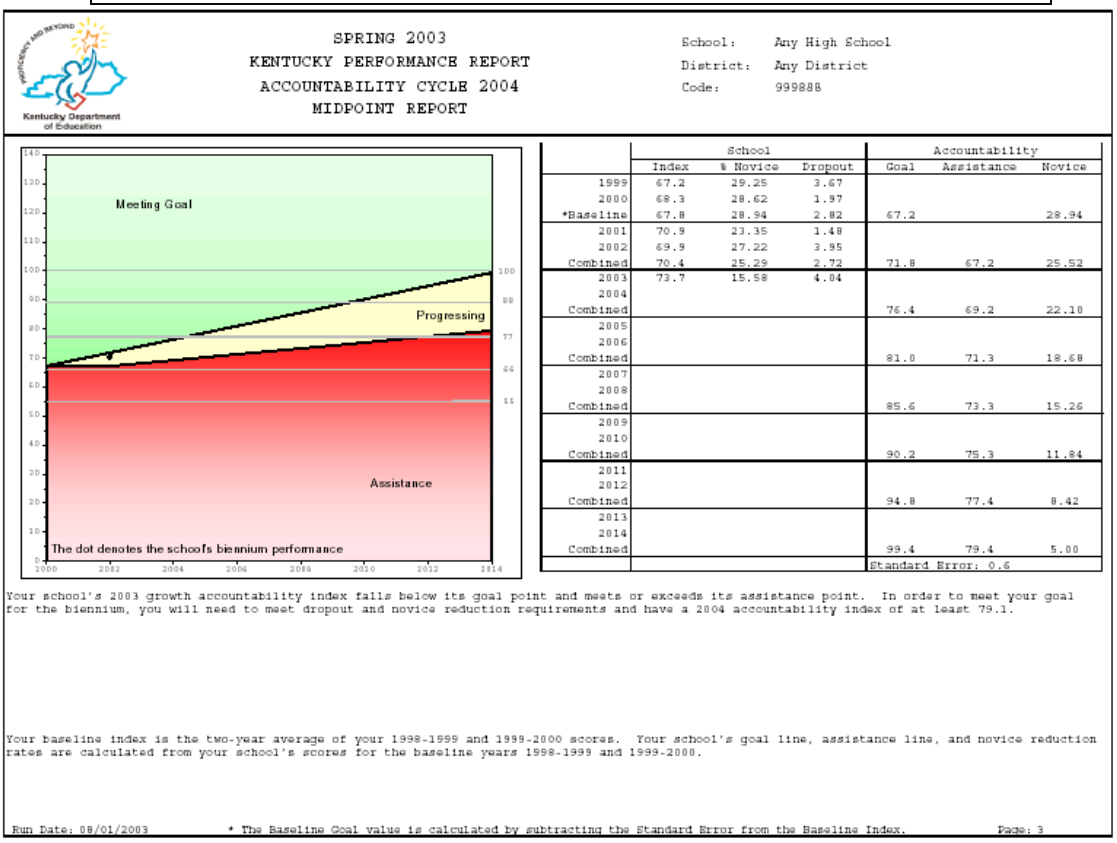
| **Total Time Needed:** | **Introduction/Purpose** | **5 minutes** |
|---|---|---|
| | Review the materials | 10 minutes |
| | Make the assignments and tell the teams their tasks. | 5 minutes |
| | Team Analysis | 30 minutes |
| | Group Reports | 15 minutes |
| | Wrap/Future Steps | 5 minutes |
| | Total Time | 60-70 minutes |

Results: This method provides wide dissemination of the KPR and other documents by actively engaging staff members. More ownership and insights into the scores may occur. KPR scores are analyzed in a timely and effective manner.

If you have any questions about this workshop, please feel free to give us a call. Thanks for your help.

Testing Unit
Jefferson County Schools
485-3388

# Questions to Analyze the KPR



SPRING 2003
KENTUCKY PERFORMANCE REPORT
ACCOUNTABILITY CYCLE 2004
MIDPOINT REPORT

School: Any High School
District: Any District
Code: 999888



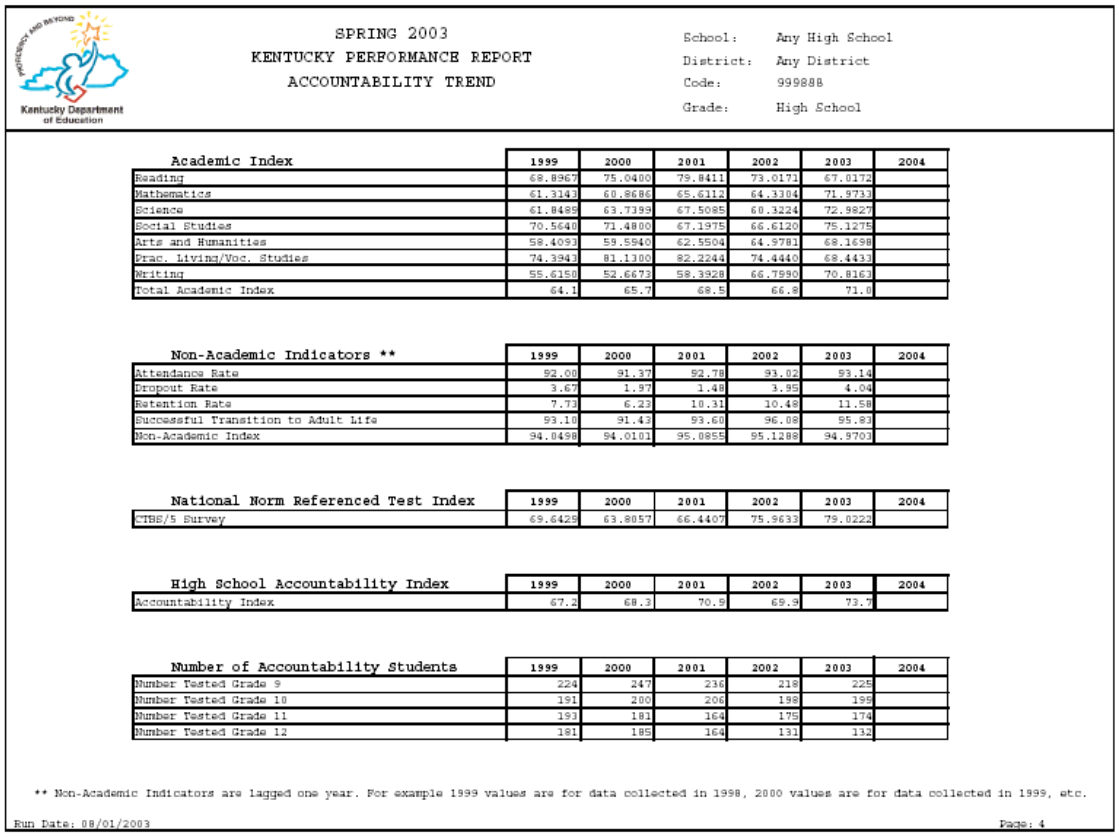
| | School | | | Accountability | | |
|---|---|---|---|---|---|---|
| | Index | % Novice | Dropout | Goal | Assistance | Novice |
| 1999 | 67.2 | 29.25 | 3.67 | | | |
| 2000 | 68.3 | 28.62 | 1.97 | | | |
| *Baseline | 67.8 | 28.94 | 2.82 | 67.2 | | 28.94 |
| 2001 | 70.9 | 23.35 | 1.48 | | | |
| 2002 | 69.9 | 27.22 | 3.95 | | | |
| Combined | 70.4 | 25.29 | 2.72 | 71.8 | 67.2 | 25.52 |
| 2003 | 73.7 | 15.58 | 4.04 | | | |
| 2004 | | | | | | |
| Combined | | | | 76.4 | 69.2 | 22.10 |
| 2005 | | | | | | |
| 2006 | | | | | | |
| Combined | | | | 81.0 | 71.3 | 18.68 |
| 2007 | | | | | | |
| 2008 | | | | | | |
| Combined | | | | 85.6 | 73.3 | 15.26 |
| 2009 | | | | | | |
| 2010 | | | | | | |
| Combined | | | | 90.2 | 75.3 | 11.84 |
| 2011 | | | | | | |
| 2012 | | | | | | |
| Combined | | | | 94.8 | 77.4 | 8.42 |
| 2013 | | | | | | |
| 2014 | | | | | | |
| Combined | | | | 99.4 | 79.4 | 5.00 |
| | | | | Standard Error: 0.6 | | |

Your school's 2003 growth accountability index falls below its goal point and meets or exceeds its assistance point. In order to meet your goal for the biennium, you will need to meet dropout and novice reduction requirements and have a 2004 accountability index of at least 79.1.

Your baseline index is the two-year average of your 1998-1999 and 1999-2000 scores. Your school's goal line, assistance line, and novice reduction rates are calculated from your school's scores for the baseline years 1998-1999 and 1999-2000.

Run Date: 08/01/2003 * The Baseline Goal value is calculated by subtracting the Standard Error from the Baseline Index. Page: 3

- What is our school's goal for the end of the biennium 2004?
- Did we meet the accountability goal?
- What category did we fall into? (Meets Goal, Progressing, Assistance)
- Did we meet our novice reduction (all schools) and dropout criteria (HS only)?
- What is our goal for the next biennium?



SPRING 2003
KENTUCKY PERFORMANCE REPORT
ACCOUNTABILITY TREND

School: Any High School
District: Any District
Code: 999888
Grade: High School

| Academic Index | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|---|
| Reading | 68.8967 | 75.0400 | 79.8411 | 73.0171 | 67.0172 | |
| Mathematics | 61.3143 | 60.8686 | 65.6112 | 64.3304 | 71.9733 | |
| Science | 61.8489 | 63.7399 | 67.5085 | 60.3224 | 72.9827 | |
| Social Studies | 70.5648 | 71.4800 | 67.1975 | 66.6120 | 75.1275 | |
| Arts and Humanities | 58.4093 | 59.5940 | 62.5504 | 64.9781 | 68.1698 | |
| Prac. Living/Voc. Studies | 74.3943 | 81.1300 | 82.2244 | 74.4440 | 68.4433 | |
| Writing | 55.6150 | 52.6673 | 58.3928 | 66.7990 | 70.8163 | |
| Total Academic Index | 64.1 | 65.7 | 68.5 | 66.8 | 71.0 | |

| Non-Academic Indicators ** | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|---|
| Attendance Rate | 92.00 | 91.37 | 92.78 | 93.02 | 93.14 | |
| Dropout Rate | 3.67 | 1.97 | 1.48 | 3.95 | 4.04 | |
| Retention Rate | 7.73 | 6.23 | 10.31 | 10.48 | 11.58 | |
| Successful Transition to Adult Life | 93.10 | 91.43 | 93.60 | 96.08 | 95.83 | |
| Non-Academic Index | 94.0498 | 94.0101 | 95.0855 | 95.1288 | 94.9703 | |

| National Norm Referenced Test Index | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|---|
| CTBS/5 Survey | 69.6425 | 63.8057 | 66.4407 | 75.9633 | 79.0222 | |

| High School Accountability Index | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|---|
| Accountability Index | 67.2 | 68.3 | 70.9 | 69.9 | 73.7 | |

| Number of Accountability Students | 1999 | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|---|---|---|---|---|---|
| Number Tested Grade 9 | 224 | 247 | 236 | 218 | 225 | |
| Number Tested Grade 10 | 191 | 200 | 206 | 198 | 198 | |
| Number Tested Grade 11 | 193 | 181 | 164 | 175 | 174 | |
| Number Tested Grade 12 | 181 | 185 | 164 | 131 | 132 | |

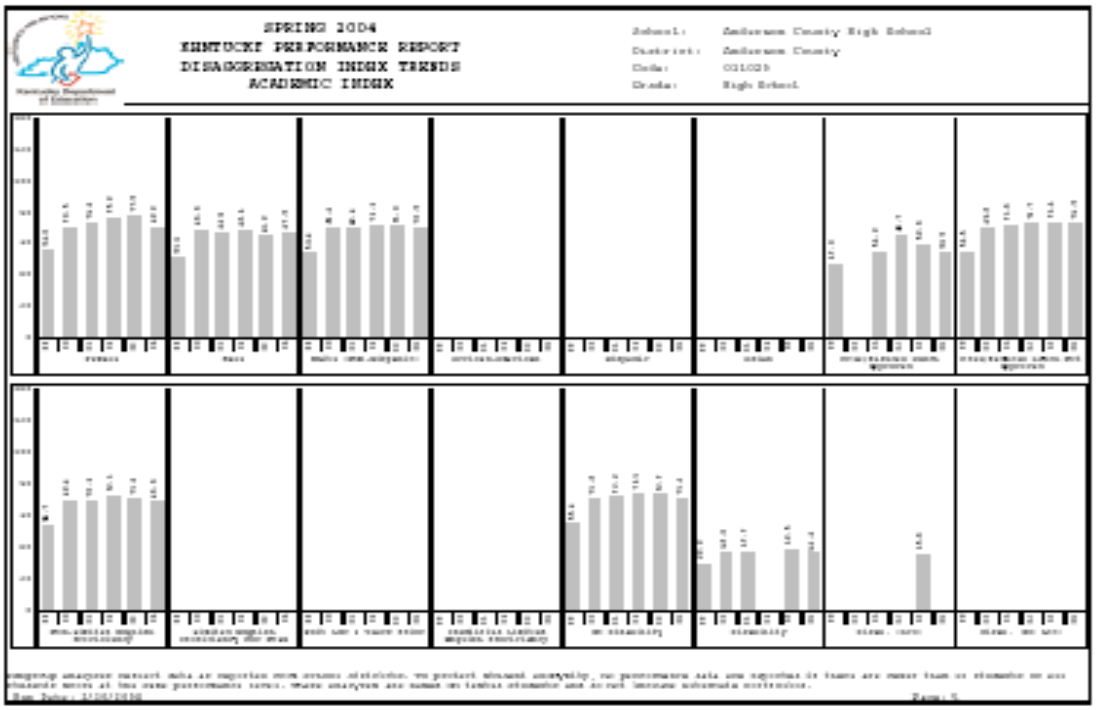
** Non-Academic Indicators are lagged one year. For example 1999 values are for data collected in 1998, 2000 values are for data collected in 1999, etc.

Run Date: 08/01/2003 Page: 4

This page provides accountability data on a single page. It is a good reference point to capture all the accountability data in one place. In our analysis package we will have other pages that focus on the Academic Index areas. The focus on analysis for this page will be the National Reference Test (CTBS) and the Non-Academic Data.

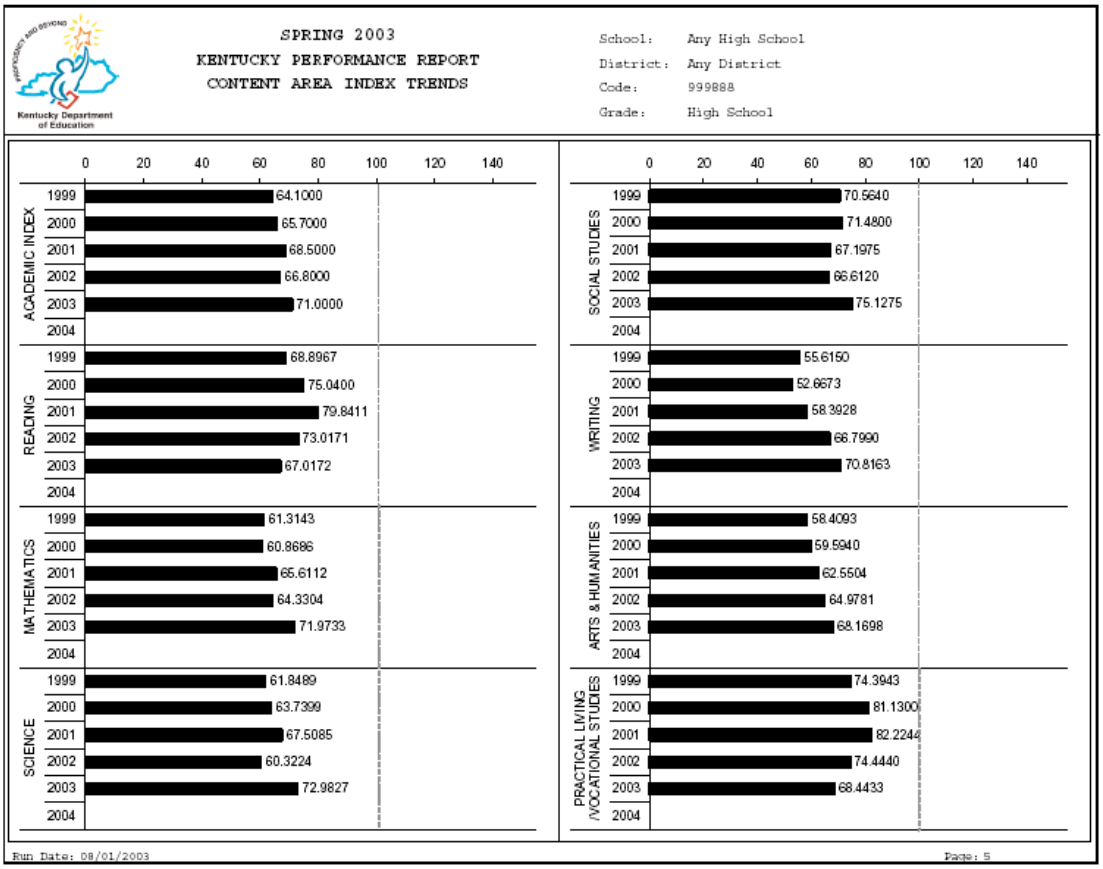
- What is the trend data for attendance, retention, dropout (MS/HS), and Successful Transition (HS) for our school?
- Does our number of accountable students stay fairly stable (within 10 – 15%)? If numbers changed more than 10-15% how did we adjust to the larger or smaller numbers in our school?
- Does our NRT data show change over the years?

New KPR Page 2004




This page shows the Academic Index for all groups of students over time. Academic Index numbers do not include the Non-Cognitive data (attendance, retention, dropout and transition to successful life). Academic Index would include a compilation of Reading, Mathematics, Science, Social Studies, Writing, Arts/Humanities, and Practical Living/Vocational Studies.

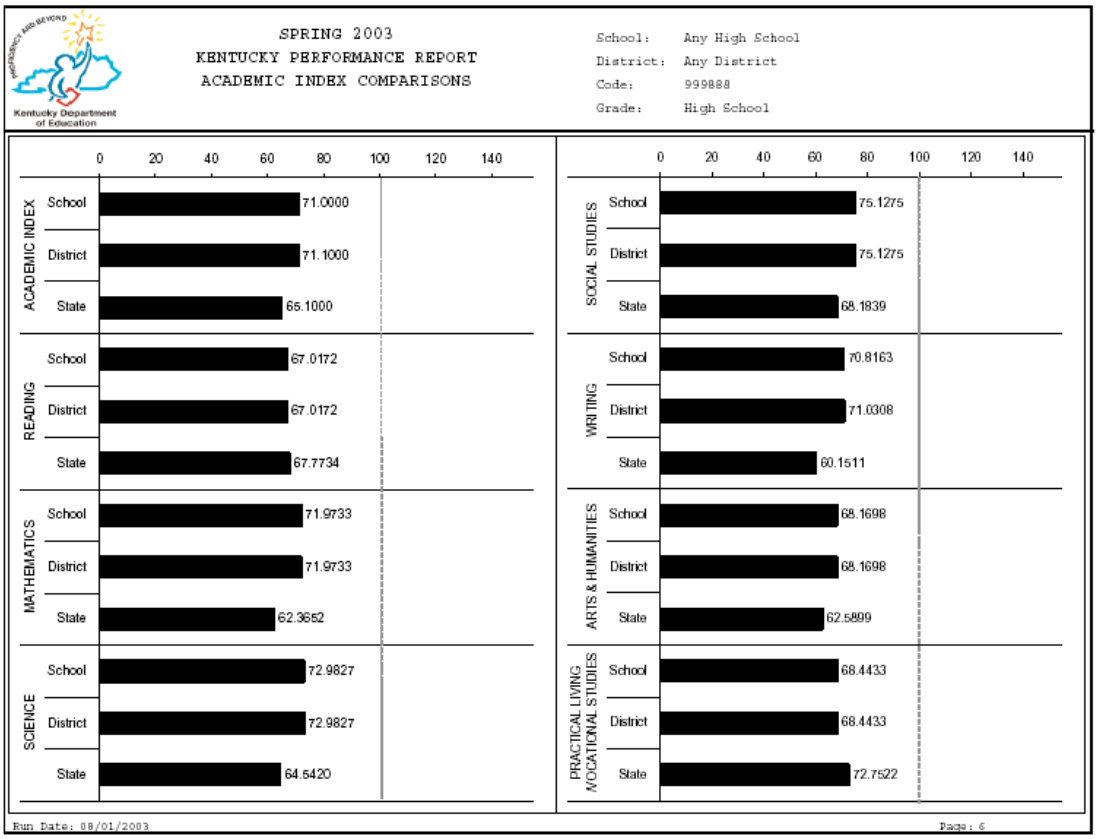
What trends are evident?
Are certain groups moving up, staying steady, or moving downward?
What are the long term trends (from 1999 to 2004)?
What are the short term trends (from 2003 to 2004)?
Are there reasons for these trends?
Which group appears to need the most attention?




This page shows numerical and graphical trend data in the total academic index (the accountability index minus the non-academic indicators and norm referenced information) for each subject.

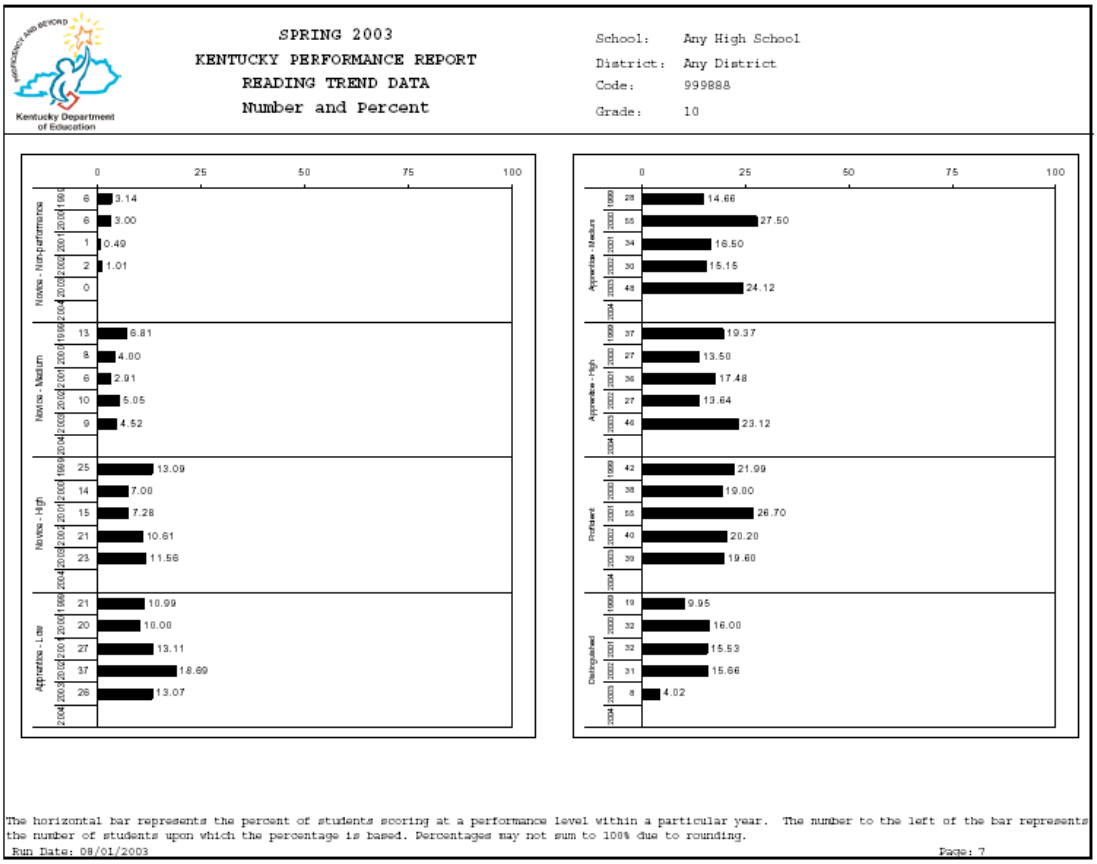
- Compare our 2004 scores to our 2003, 2002, 2001, 2000 and 1999 scores. Did we move up, stay even, or drop backwards?

- Examine and discuss the following:
    - Curriculum – Do we adequately cover Core Content? How do we know? How do we allot time for covering the subjects? How do we know students understand Core Content?
    - Instruction – Do we provide a variety of instructional methods to teach and engage all students? Is our instruction engaging?
    - Assessment – does our ongoing assessment system provide us adequate feedback about students' growth toward proficiency? Do we analyze the results and make changes ongoing through the year?




This page provides data for your school, your district, and the state.

- How does our school compare to the district, region and state?
- What perspectives can this information give to our school?



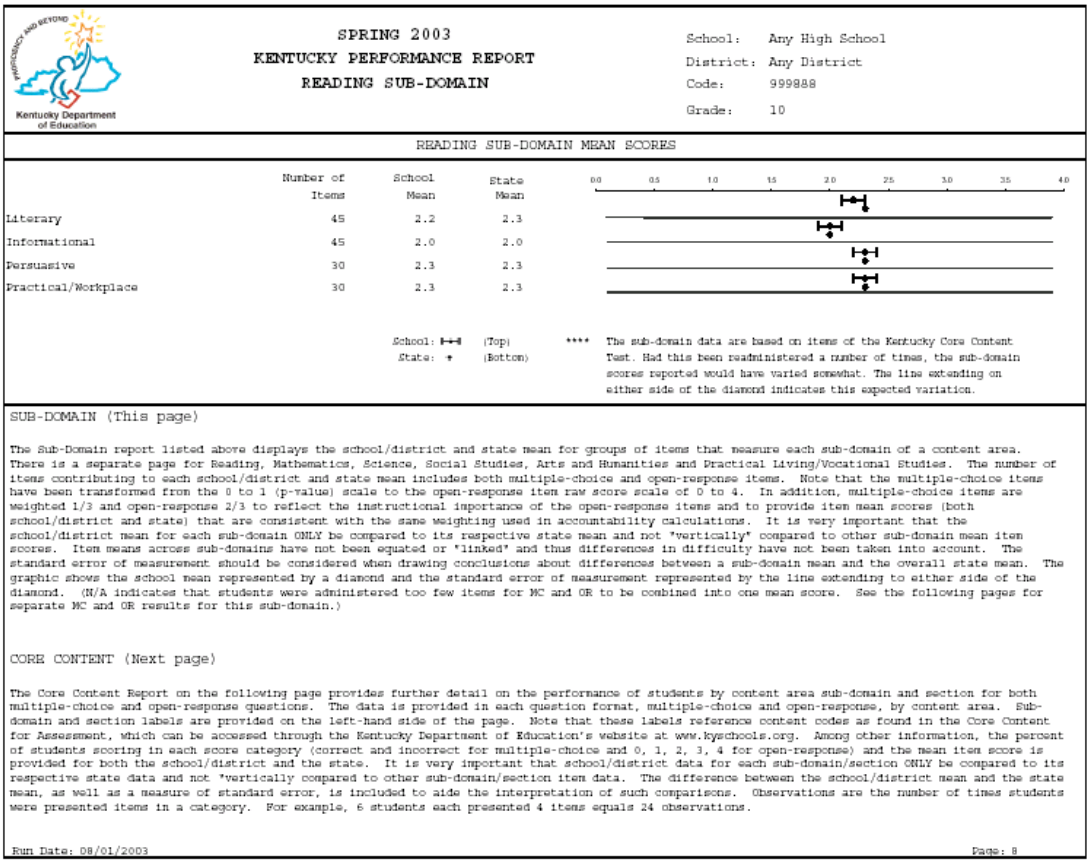

This report shows trends of the number (in columns) and the percents (a bar graph with number) of the different performance categories.

- How has the percent of students in each category changed over time?

- What does the data show about students in the lowest performance levels?
  - Novice students are most likely demonstrating little knowledge of Core Content (multiple choice questions) and have difficulty writing an Open Response answer because of their limited Core Content knowledge.
  - Apprentice students may have only been one or two multiple choice questions away from another level or may have only needed to write a little higher quality Open Response answer.

- Look at the non-performing category. This represents blank, incorrect or totally irrelevant work. Do you have an unusually high number of students in this category? What could you do to get these students to perform at a higher level?

- Most importantly, what kinds of curriculum, instruction and assessment may help improve the performance of students throughout the levels?



SPRING 2003
KENTUCKY PERFORMANCE REPORT
READING SUB-DOMAIN

School: Any High School
District: Any District
Code: 999888
Grade: 10

READING SUB-DOMAIN MEAN SCORES

| | Number of Items | School Mean | State Mean |
|---|---|---|---|
| Literary | 45 | 2.2 | 2.3 |
| Informational | 45 | 2.0 | 2.0 |
| Persuasive | 30 | 2.3 | 2.3 |
| Practical/Workplace | 30 | 2.3 | 2.3 |



School: ⊢+⊣ (Top)
State: + (Bottom)

**** The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at www.kyschools.org. Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.

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The KCCT tests are long enough to be able to further define some sub-levels of performance to give schools more specific content information. For example: the questions in reading are in four basic areas – literary, informational, practical and persuasive. Oftentimes a class may spend an inordinate amount of time on the literary reading and very little on how to read technical pieces of information used for practical purposes in real world situations. Don't compare these scores vertically – there is not a link between sub-domains.

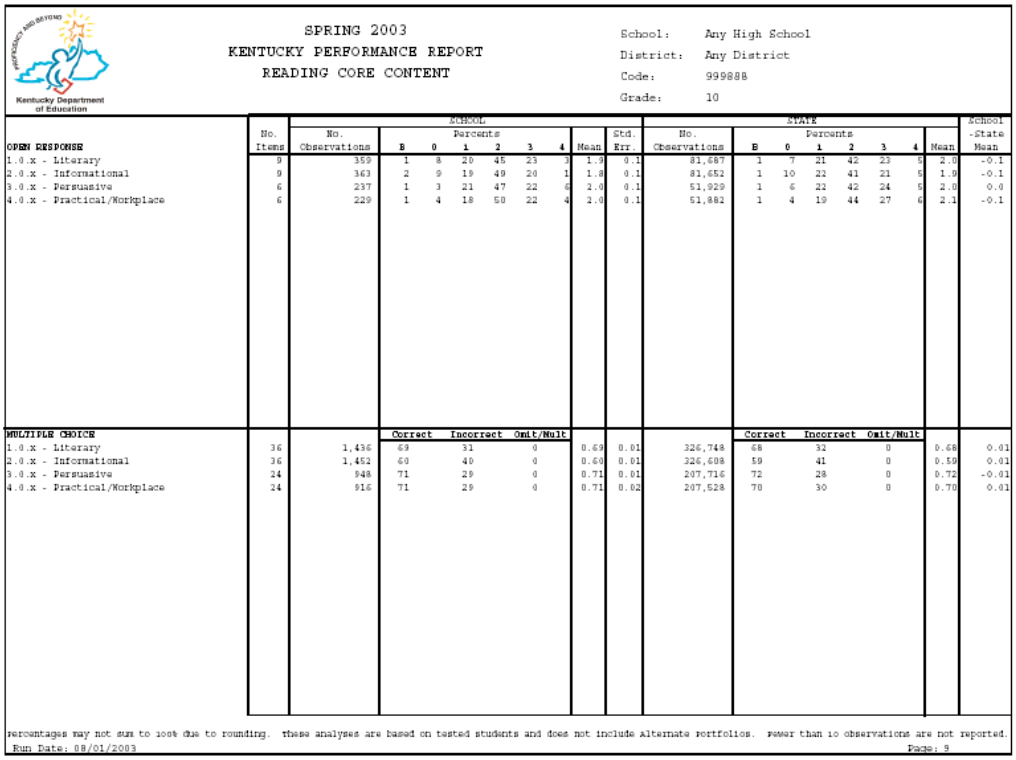
<u>SUBSCORES</u>

Shows 1) content area subscores (i.e. literary, informational). 2) School/state average ranges from 0-4. Provides a visual for comparison.

- Compare the school and state mean scores. (Open response is on a scale of 0-4.) Are we at, above or below the state mean in each area? Is there one area in which we are lower? Higher? Why?

- Does it look like we have a gap between the subscore categories?

- What implications exist for instruction and curriculum alignment?



SPRING 2003
KENTUCKY PERFORMANCE REPORT
READING CORE CONTENT

School: Any High School
District: Any District
Code: 999888
Grade: 10

| | | SCHOOL | | | | | | | | STATE | | | | | | | School |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | No. | No. | Percents | | | | | | Std. | No. | Percents | | | | | | -State |
| OPEN RESPONSE | Items | Observations | B | 0 | 1 | 2 | 3 | 4 | Mean | Err | Observations | B | 0 | 1 | 2 | 3 | 4 | Mean | Mean |
| 1.0.x - Literary | 9 | 369 | 1 | 8 | 20 | 45 | 23 | 3 | 1.9 | 0.1 | 81,687 | 1 | 7 | 21 | 42 | 23 | 5 | 2.0 | -0.1 |
| 2.0.x - Informational | 9 | 363 | 2 | 9 | 19 | 49 | 20 | 1 | 1.8 | 0.1 | 81,652 | 1 | 10 | 22 | 41 | 21 | 5 | 1.9 | -0.1 |
| 3.0.x - Persuasive | 6 | 237 | 1 | 3 | 21 | 47 | 22 | 6 | 2.0 | 0.1 | 51,929 | 1 | 6 | 22 | 42 | 24 | 5 | 2.0 | 0.0 |
| 4.0.x - Practical/Workplace | 6 | 229 | 1 | 4 | 18 | 50 | 22 | 4 | 2.0 | 0.1 | 51,882 | 1 | 4 | 19 | 44 | 27 | 6 | 2.1 | -0.1 |

| | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| MULTIPLE CHOICE | | | Correct | Incorrect | Omit/Mult | | | | Correct | Incorrect | Omit/Mult | | | | | |
| 1.0.x - Literary | 36 | 1,436 | 69 | 31 | 0 | 0.69 | 0.01 | 326,748 | 68 | 32 | 0 | 0.68 | 0.01 | | | |
| 2.0.x - Informational | 36 | 1,452 | 60 | 40 | 0 | 0.60 | 0.01 | 326,608 | 59 | 41 | 0 | 0.59 | 0.01 | | | |
| 3.0.x - Persuasive | 24 | 948 | 71 | 29 | 0 | 0.71 | 0.01 | 207,716 | 72 | 28 | 0 | 0.72 | -0.01 | | | |
| 4.0.x - Practical/Workplace | 24 | 916 | 71 | 29 | 0 | 0.71 | 0.02 | 207,528 | 70 | 30 | 0 | 0.70 | 0.01 | | | |

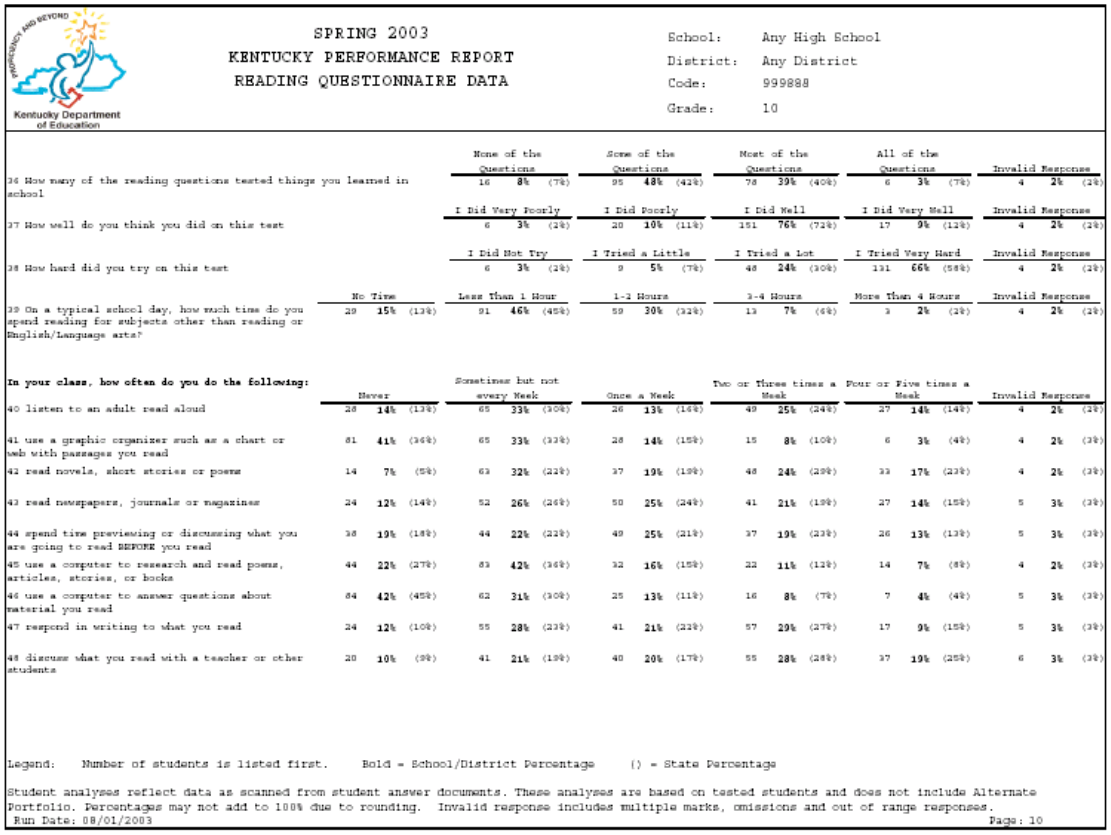
Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.
Run Date: 08/01/2003 Page: 9

**Background:** A measure of standard error for the mean has been included for both multiple-choice and open-response items. This standard error will show you if your score is statistically different than the state score.

1. Which area is farthest below the state mean? You might ask questions like: What is the definition of this topic (e.g., Persuasive Reading)? How is this defined in the *Core Content for Assessment?* Is there a reason this should be the lowest area? Is this an area we teach? How do we teach this topic? What is expected of students in the classroom? How do we assess?

2. Look for school means that are high relative to the state mean. These areas are places where students did very well. What is the definition of this in the *Core Content for Assessment*? Is there a reason why students did so well? How do we teach this topic? What is expected of students in the classroom? How do we assess?

3. Review the percentages of B and 0. Compare these to the state percentages. A score of B indicates a blank answer while a score of 0 indicates answers that were pretty far off task or on task but completely incorrect. Are there items that really show up with large percentages of B or 0s? If yes, what is the definition in the *Core Content for Assessment*? Is there a reason this content should be this difficult? How do we teach this topics? What is expected of students in the classroom? How do we assess content like this?



SPRING 2003
KENTUCKY PERFORMANCE REPORT
READING QUESTIONNAIRE DATA

School: Any High School
District: Any District
Code: 999888
Grade: 10

Kentucky Department of Education

| | None of the Questions | Some of the Questions | Most of the Questions | All of the Questions | Invalid Response |
|---|---|---|---|---|---|
| 36 How many of the reading questions tested things you learned in school | 16 8% (7%) | 95 48% (42%) | 78 39% (40%) | 6 3% (7%) | 4 2% (2%) |
| | I Did Very Poorly | I Did Poorly | I Did Well | I Did Very Well | Invalid Response |
| 37 How well do you think you did on this test | 6 3% (2%) | 20 10% (11%) | 151 76% (72%) | 17 9% (12%) | 4 2% (2%) |
| | I Did Not Try | I Tried a Little | I Tried a Lot | I Tried Very Hard | Invalid Response |
| 38 How hard did you try on this test | 6 3% (2%) | 9 5% (7%) | 48 24% (30%) | 131 66% (58%) | 4 2% (2%) |
| | No Time | Less Than 1 Hour | 1-2 Hours | 3-4 Hours | More Than 4 Hours | Invalid Response |
| 39 On a typical school day, how much time do you spend reading for subjects other than reading or English/Language arts? | 29 15% (13%) | 91 46% (45%) | 59 30% (32%) | 13 7% (6%) | 3 2% (2%) | 4 2% (2%) |

**In your class, how often do you do the following:**

| | Never | Sometimes but not every Week | Once a Week | Two or Three times a Week | Four or Five times a Week | Invalid Response |
|---|---|---|---|---|---|---|
| 40 listen to an adult read aloud | 28 14% (13%) | 65 33% (30%) | 26 13% (16%) | 49 25% (24%) | 27 14% (14%) | 4 2% (2%) |
| 41 use a graphic organizer such as a chart or web with passages you read | 81 41% (36%) | 65 33% (33%) | 28 14% (15%) | 15 8% (10%) | 6 3% (4%) | 4 2% (2%) |
| 42 read novels, short stories or poems | 14 7% (5%) | 63 32% (22%) | 37 19% (19%) | 48 24% (29%) | 33 17% (23%) | 4 2% (2%) |
| 43 read newspapers, journals or magazines | 24 12% (14%) | 52 26% (26%) | 50 25% (24%) | 41 21% (19%) | 27 14% (15%) | 5 3% (3%) |
| 44 spend time previewing or discussing what you are going to read BEFORE you read | 38 19% (18%) | 44 22% (22%) | 49 25% (21%) | 37 19% (23%) | 26 13% (13%) | 5 3% (3%) |
| 45 use a computer to research and read poems, articles, stories, or books | 44 22% (27%) | 83 42% (36%) | 32 16% (15%) | 22 11% (12%) | 14 7% (8%) | 4 2% (2%) |
| 46 use a computer to answer questions about material you read | 84 42% (45%) | 62 31% (30%) | 25 13% (11%) | 16 8% (7%) | 7 4% (4%) | 5 3% (3%) |
| 47 respond in writing to what you read | 24 12% (10%) | 55 28% (23%) | 41 21% (22%) | 57 29% (27%) | 17 9% (15%) | 5 3% (3%) |
| 48 discuss what you read with a teacher or other students | 20 10% (9%) | 41 21% (19%) | 40 20% (17%) | 55 28% (28%) | 37 19% (25%) | 6 3% (3%) |

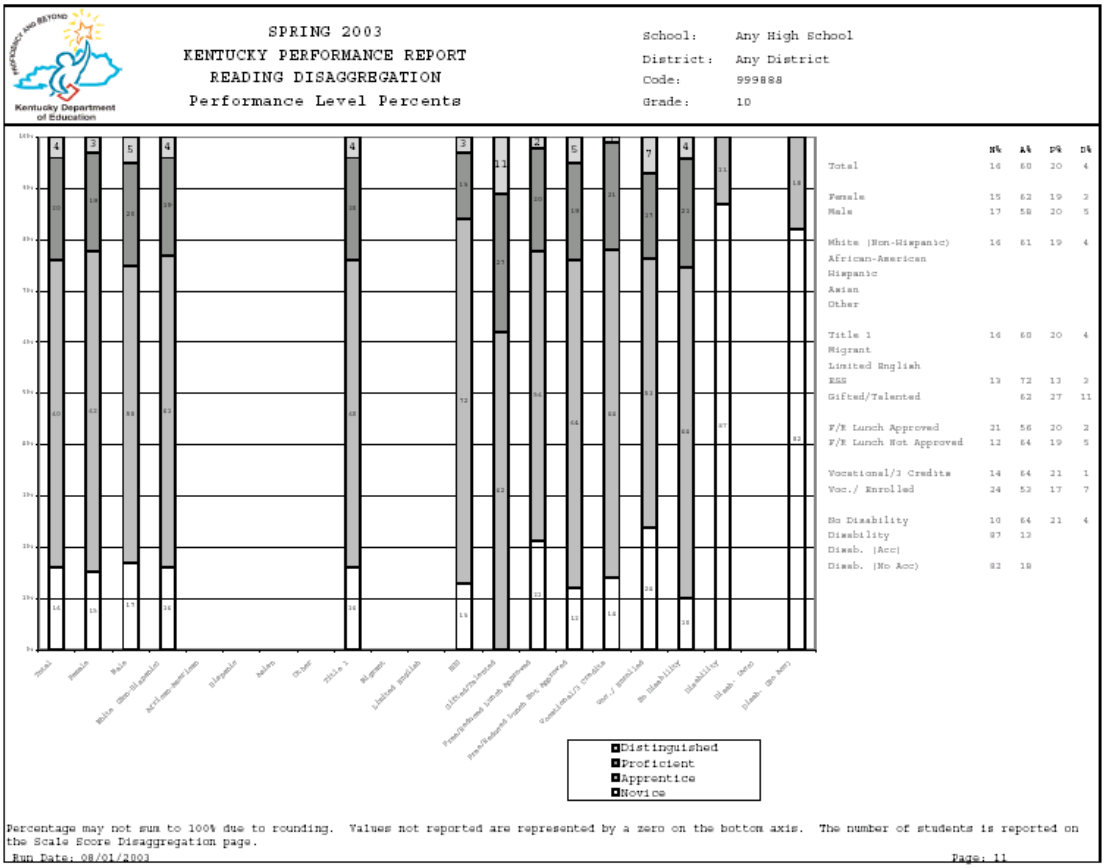
Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

Run Date: 08/01/2003 Page: 10

Students are asked to provide answers to some questions that provide data about student learning and their perception about how they did on the test. This can be very informative but should be used cautiously, because it is the students' opinions. The set of questions provides information about (1) Curriculum alignment (2) the state standards for proficiency and (3) motivation.

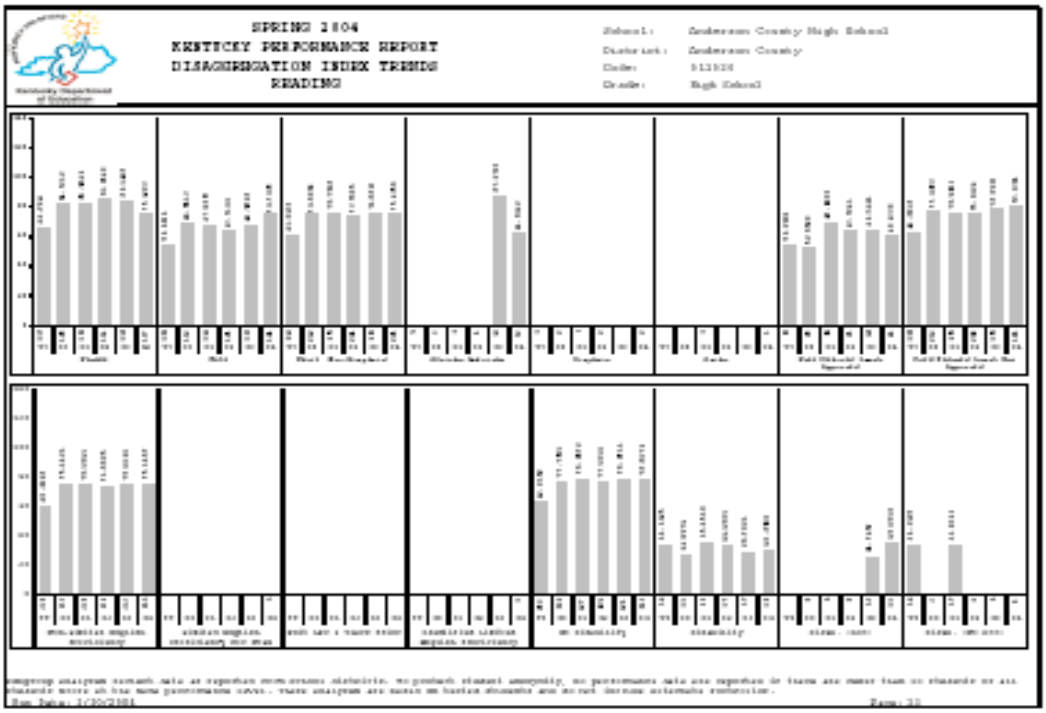
- Are there any notable differences between the school and state percentages?
- Are there implications for using different teacher strategies or instructional practices?
- What questions could you ask in the school to probe deeper about these topics?
- What might be some next steps if students and teachers do not share the same perception of instruction?




This page shows stacked bar graphs showing the difference between Novice, Apprentice, Proficient, and Distinguished by different groups of students for this year.

- Examine all populations for gaps in student achievement. Notice the differences between Novice and Proficient percentages.
- Identify groups that have differences from other groups. Discuss the pattern you observe.
- Is there a specific group that shows a lower performance?
- What are the implications of the data for your school?
- If gaps are present, what may account for the gaps? What can we do to address them?
- How does our curriculum, instruction, and assessment support the growth of all students?

New KPR Page 2004




This page shows the Subject Matter Index (example: Reading) over time for all groups of students in the school.

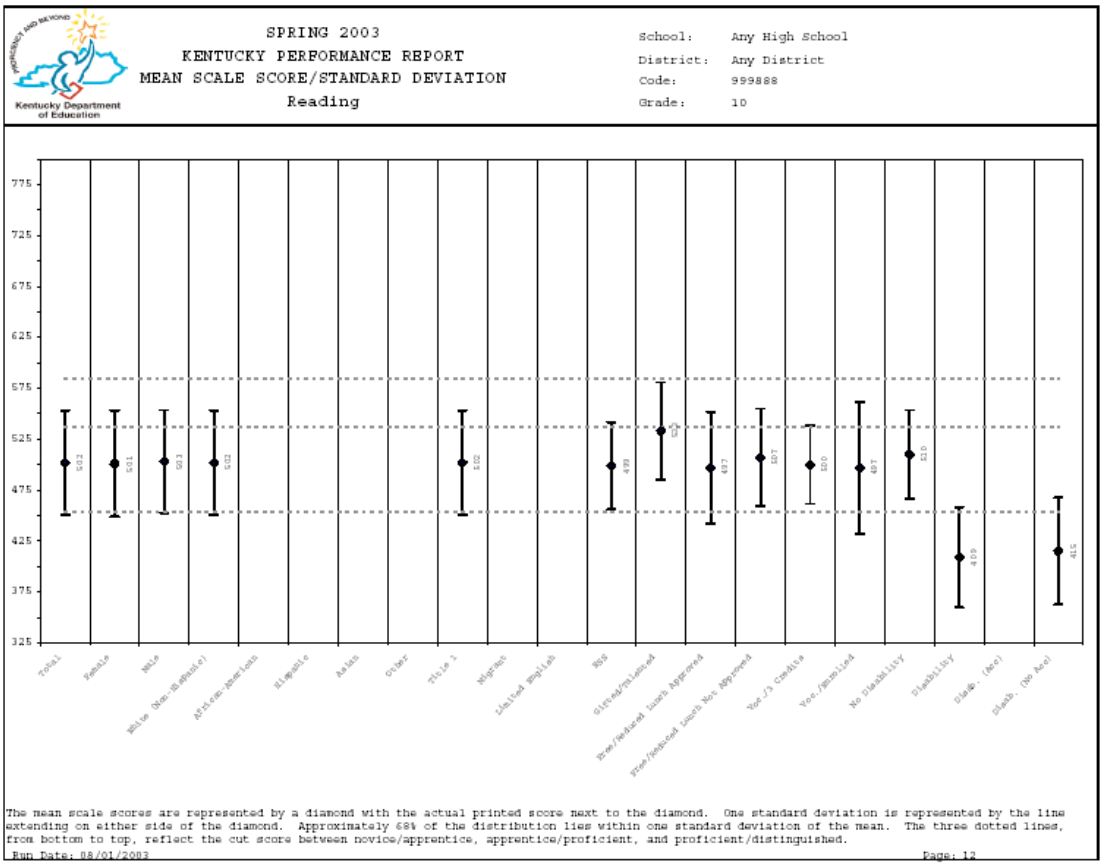
What trends are evident?

Are certain groups moving up, staying steady, or moving downward?

What are the long term trends (from 1999 to 2004)?
What are the short term trends (from 2003 to 2004)?

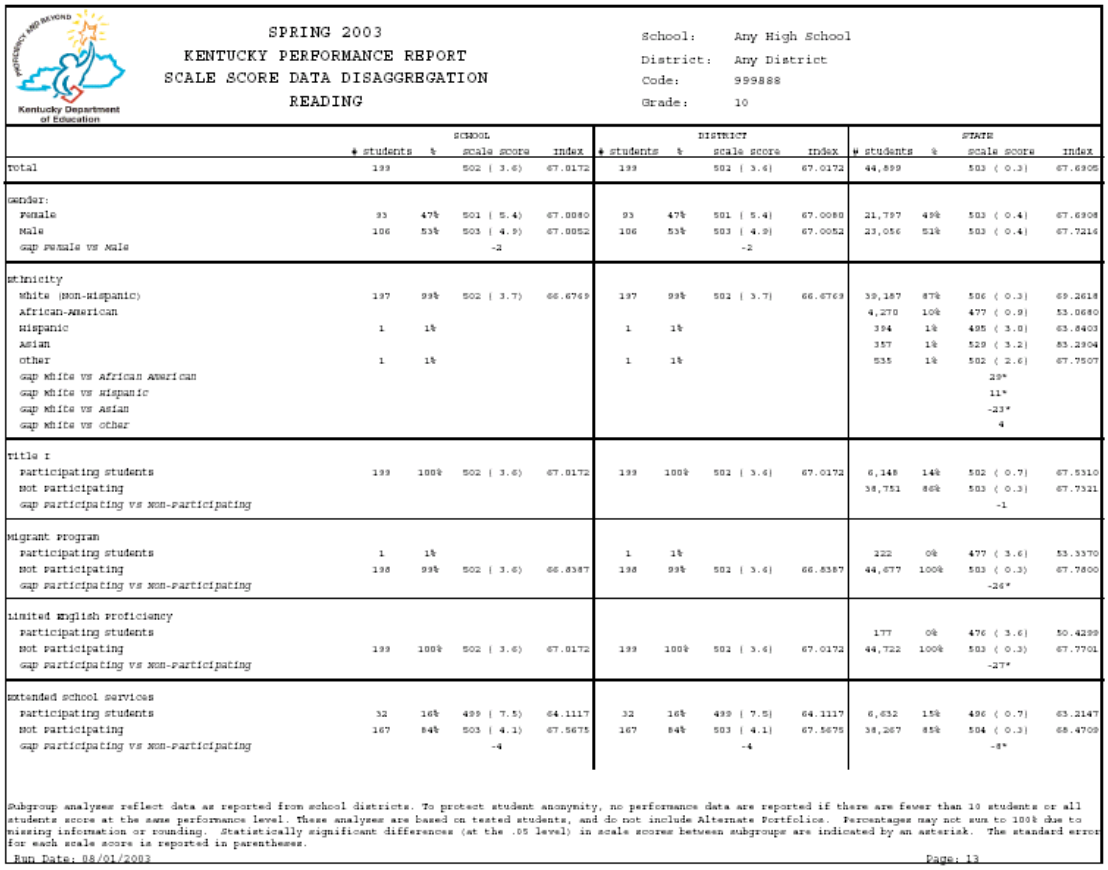
Are there reasons for these trends?

Which group appears to need the most attention?




This report shows the mean (average) scale score. The KCCT uses scale scores that run between 325 and 800. Each student's performance on the Open Response and the Multiple Choice questions is computed to create a scale score ranging between 325 and 800. Within this range there are cut scores that relate to the different levels of performance. Cut scores are seen on this report and show where Novice, Apprentice, Proficient and Distinguished levels are located (see dotted vertical lines).

- Which group has an average that is close to a cut score line?
- What groups were very close to each other in performance?
- What implications does this report have for curriculum, instruction and assessment?
- What priorities should your school set when trying to the meet the needs of students?
- You may want to use the 2002 KPR and compare how the different groups of students performed for the last two years.



SPRING 2003
KENTUCKY PERFORMANCE REPORT
SCALE SCORE DATA DISAGGREGATION
READING

School: Any High School
District: Any District
Code: 999888
Grade: 10

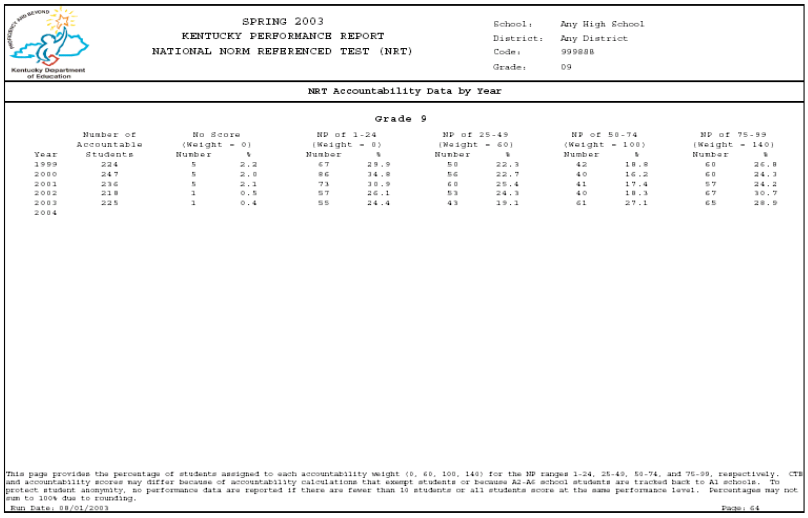
| | SCHOOL | | | | DISTRICT | | | | STATE | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | # students | % | scale score | index | # students | % | scale score | index | # students | % | scale score | index |
| Total | 199 | | 502 ( 3.6) | 67.0172 | 199 | | 502 ( 3.6) | 67.0172 | 44,899 | | 503 ( 0.3) | 67.6905 |
| Gender: | | | | | | | | | | | | |
| Female | 93 | 47% | 501 ( 5.4) | 67.0080 | 93 | 47% | 501 ( 5.4) | 67.0080 | 21,797 | 49% | 503 ( 0.4) | 67.6908 |
| Male | 106 | 53% | 503 ( 4.9) | 67.0052 | 106 | 53% | 503 ( 4.9) | 67.0052 | 23,056 | 51% | 503 ( 0.4) | 67.7216 |
| Gap Female vs Male | | | -2 | | | | -2 | | | | | |
| Ethnicity | | | | | | | | | | | | |
| White (Non-Hispanic) | 197 | 99% | 502 ( 3.7) | 66.6769 | 197 | 99% | 502 ( 3.7) | 66.6769 | 39,187 | 87% | 506 ( 0.3) | 69.2618 |
| African-American | | | | | | | | | 4,270 | 10% | 477 ( 0.9) | 53.0680 |
| Hispanic | 1 | 1% | | | 1 | 1% | | | 394 | 1% | 495 ( 3.0) | 63.8403 |
| Asian | | | | | | | | | 357 | 1% | 529 ( 3.2) | 83.2304 |
| Other | 1 | 1% | | | 1 | 1% | | | 535 | 1% | 502 ( 2.6) | 67.7507 |
| Gap White vs African American | | | | | | | | | | | 29* | |
| Gap White vs Hispanic | | | | | | | | | | | 11* | |
| Gap White vs Asian | | | | | | | | | | | -23* | |
| Gap White vs Other | | | | | | | | | | | 4 | |
| Title I | | | | | | | | | | | | |
| Participating Students | 199 | 100% | 502 ( 3.6) | 67.0172 | 199 | 100% | 502 ( 3.6) | 67.0172 | 6,148 | 14% | 502 ( 0.7) | 67.5310 |
| Not Participating | | | | | | | | | 38,751 | 86% | 503 ( 0.3) | 67.7321 |
| Gap Participating vs Non-Participating | | | | | | | | | | | -1 | |
| Migrant Program | | | | | | | | | | | | |
| Participating Students | 1 | 1% | | | 1 | 1% | | | 222 | 0% | 477 ( 3.6) | 53.3370 |
| Not Participating | 198 | 99% | 502 ( 3.6) | 66.8387 | 198 | 99% | 502 ( 3.6) | 66.8387 | 44,677 | 100% | 503 ( 0.3) | 67.7800 |
| Gap Participating vs Non-Participating | | | | | | | | | | | -26* | |
| Limited English Proficiency | | | | | | | | | | | | |
| Participating Students | | | | | | | | | 177 | 0% | 476 ( 3.6) | 50.4289 |
| Not Participating | 199 | 100% | 502 ( 3.6) | 67.0172 | 199 | 100% | 502 ( 3.6) | 67.0172 | 44,722 | 100% | 503 ( 0.3) | 67.7701 |
| Gap Participating vs Non-Participating | | | | | | | | | | | -27* | |
| Extended School Services | | | | | | | | | | | | |
| Participating Students | 32 | 16% | 499 ( 7.5) | 64.1117 | 32 | 16% | 499 ( 7.5) | 64.1117 | 6,632 | 15% | 496 ( 0.7) | 63.2147 |
| Not Participating | 167 | 84% | 503 ( 4.1) | 67.5675 | 167 | 84% | 503 ( 4.1) | 67.5675 | 38,267 | 85% | 504 ( 0.3) | 68.4709 |
| Gap Participating vs Non-Participating | | | -4 | | | | -4 | | | | -8* | |

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.

Run Date: 08/01/2003 Page: 13

Shows details of the data presented on page 12 along with district and state data. Number of students, percents of the groups, and the mean (average) scale score is listed with its standard error in parenthesis. Gap data is listed. **Gaps that are statistically significant are highlighted with an asterisk (*).**

- Describe any significant differences found in the school's groups that are not found at the district or state levels?
- Are there any groups at the group levels where no significant differences exist?
- What instructional implications does this data have?
- What things should our school explore to close the gaps?



SPRING 2003
KENTUCKY PERFORMANCE REPORT
NATIONAL NORM REFERENCED TEST (NRT)

School: Any High School
District: Any District
Code: 999888
Grade: 09

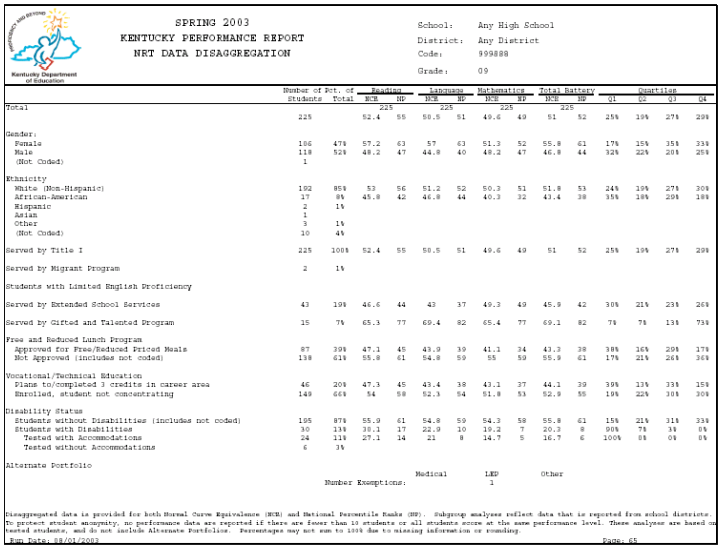
NRT Accountability Data by Year

Grade 9

| Year | Number of Accountable Students | No Score (Weight = 0) Number | % | NP of 1-24 (Weight = 0) Number | % | NP of 25-49 (Weight = 60) Number | % | NP of 50-74 (Weight = 100) Number | % | NP of 75-99 (Weight = 140) Number | % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1999 | 224 | 5 | 2.2 | 67 | 29.9 | 50 | 22.3 | 42 | 18.8 | 60 | 26.8 |
| 2000 | 247 | 5 | 2.0 | 86 | 34.8 | 56 | 22.7 | 40 | 16.2 | 60 | 24.3 |
| 2001 | 236 | 5 | 2.1 | 73 | 30.9 | 60 | 25.4 | 41 | 17.4 | 57 | 24.2 |
| 2002 | 218 | 1 | 0.5 | 57 | 26.1 | 53 | 24.3 | 40 | 18.3 | 67 | 30.7 |
| 2003 | 225 | 1 | 0.4 | 55 | 24.4 | 43 | 19.1 | 61 | 27.1 | 65 | 28.9 |
| 2004 | | | | | | | | | | | |

This page provides the percentage of students assigned to each accountability weight (0, 60, 100, 140) for the NP ranges 1-24, 25-49, 50-74, and 75-99, respectively. CTB and accountability scores may differ because of accountability calculations that exempt students or because A2-A6 school students are tracked back to A1 schools. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. Percentages may not sum to 100% due to rounding.

Run Date: 08/01/2003 Page: 64



SPRING 2003
KENTUCKY PERFORMANCE REPORT
NRT DATA DISAGGREGATION

School: Any High School
District: Any District
Code: 999888
Grade: 09

| | Number of Students | Pct. of Total | Reading NCE | Reading NP | Language NCE | Language NP | Mathematics NCE | Mathematics NP | Total Battery NCE | Total Battery NP | Quartiles Q1 | Q2 | Q3 | Q4 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Total | 225 | | 52.4 | 55 | 50.5 | 51 | 49.6 | 49 | 51 | 52 | 25% | 19% | 27% | 29% |
| Gender: | | | | | | | | | | | | | | |
| Female | 106 | 47% | 57.2 | 63 | 57 | 63 | 51.3 | 52 | 55.8 | 61 | 17% | 15% | 35% | 33% |
| Male | 118 | 52% | 48.2 | 47 | 44.8 | 40 | 48.2 | 47 | 46.8 | 44 | 32% | 22% | 20% | 25% |
| (Not Coded) | 1 | | | | | | | | | | | | | |
| Ethnicity | | | | | | | | | | | | | | |
| White (Non-Hispanic) | 192 | 85% | 53 | 56 | 51.2 | 52 | 50.3 | 51 | 51.8 | 53 | 24% | 19% | 27% | 30% |
| African-American | 17 | 8% | 45.8 | 42 | 46.8 | 44 | 40.3 | 32 | 43.4 | 38 | 35% | 18% | 29% | 18% |
| Hispanic | 2 | 1% | | | | | | | | | | | | |
| Asian | 1 | | | | | | | | | | | | | |
| Other | 3 | 1% | | | | | | | | | | | | |
| (Not Coded) | 10 | 4% | | | | | | | | | | | | |
| Served by Title I | 225 | 100% | 52.4 | 55 | 50.5 | 51 | 49.6 | 49 | 51 | 52 | 25% | 19% | 27% | 29% |
| Served by Migrant Program | 2 | 1% | | | | | | | | | | | | |
| Students with Limited English Proficiency | | | | | | | | | | | | | | |
| Served by Extended School Services | 43 | 19% | 46.6 | 44 | 43 | 37 | 49.3 | 49 | 45.9 | 42 | 30% | 21% | 23% | 26% |
| Served by Gifted and Talented Program | 15 | 7% | 65.3 | 77 | 69.4 | 82 | 65.4 | 77 | 69.1 | 82 | 7% | 7% | 13% | 73% |
| Free and Reduced Lunch Program | | | | | | | | | | | | | | |
| Approved for Free/Reduced Priced Meals | 87 | 39% | 47.1 | 45 | 43.9 | 39 | 41.1 | 34 | 43.3 | 38 | 38% | 16% | 29% | 17% |
| Not Approved (includes not coded) | 138 | 61% | 55.8 | 61 | 54.8 | 59 | 55 | 59 | 55.9 | 61 | 17% | 21% | 26% | 36% |
| Vocational/Technical Education | | | | | | | | | | | | | | |
| Plans to/completed 3 credits in career area | 46 | 20% | 47.3 | 45 | 43.4 | 38 | 43.1 | 37 | 44.1 | 39 | 39% | 13% | 33% | 15% |
| Enrolled, student not concentrating | 149 | 66% | 54 | 58 | 52.3 | 54 | 51.8 | 53 | 52.9 | 55 | 19% | 22% | 30% | 30% |
| Disability Status | | | | | | | | | | | | | | |
| Students without Disabilities (includes not coded) | 195 | 87% | 55.9 | 61 | 54.8 | 59 | 54.3 | 58 | 55.8 | 61 | 15% | 21% | 31% | 33% |
| Students with Disabilities | 30 | 13% | 38.1 | 17 | 22.9 | 10 | 19.2 | 7 | 20.2 | 8 | 90% | 7% | 3% | 0% |
| Tested with Accommodations | 24 | 11% | 37.1 | 14 | 21 | 8 | 14.7 | 5 | 16.7 | 6 | 100% | 0% | 0% | 0% |
| Tested without Accommodations | 6 | 3% | | | | | | | | | | | | |
| Alternate Portfolio | | | | | | | | | | | | | | |

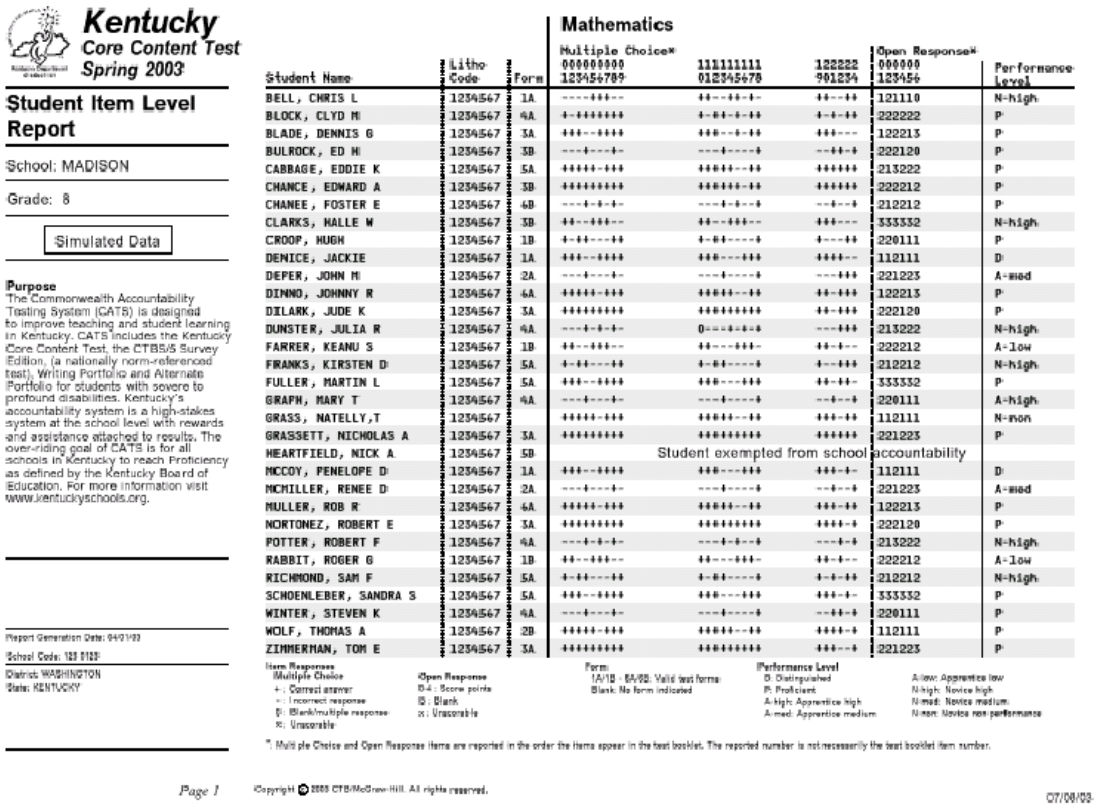
| Number Exemptions: | Medical | LEP | Other |
|---|---|---|---|
| | | 1 | |

Disaggregated data is provided for both Normal Curve Equivalence (NCE) and National Percentile Ranks (NP). Subgroup analyses reflect data that is reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding.

Run Date: 08/01/2003 Page: 65

CTBS Data supplements the reports provided in August. On these two pages you can see the percents that are used to compute your National Norm Referenced Test Index on page 4. (0 x percent of students in percentile range 1-24; 60 x percent of students in percentile range 25 – 49; 100 x percent of students in percentile range 50-74; and 140 x percent of students in percentile range 75-99). Disaggreagated data is displayed. Remember the KPR CTBS data now includes all alternative students so the scores may be slightly different from the August reports.

- What trends do you see over time?
- What groups display differences in scores?
- What implications do these numbers have for the school?
- What do these numbers mean in our discussion of curriculum, instruction, and assessment?



**Kentucky**
**Core Content Test**
**Spring 2003**

**Student Item Level Report**

School: MADISON

Grade: 8

Simulated Data

**Purpose**
The Commonwealth Accountability Testing System (CATS) is designed to improve teaching and student learning in Kentucky. CATS includes the Kentucky Core Content Test, the CTBS/5 Survey Edition, (a nationally norm-referenced test), Writing Portfolio and Alternate Portfolio for students with severe to profound disabilities. Kentucky's accountability system is a high-stakes system at the school level with rewards and assistance attached to results. The over-riding goal of CATS is for all schools in Kentucky to reach Proficiency as defined by the Kentucky Board of Education. For more information visit www.kentuckyschools.org.

Report Generation Date: 04/21/03
School Code: 123 5123
District: WASHINGTON
State: KENTUCKY

**Mathematics**

| Student Name | Litho Code | Form | Multiple Choice* 000000000 123456789 | 111111111 012345678 | 122222 901234 | Open Response* 00000 12345 | Performance Level |
|---|---|---|---|---|---|---|---|
| BELL, CHRIS L | 1234567 | 1A | ----+++-- | ++--++-+- | ++--++ | 121110 | N=high |
| BLOCK, CLYD M | 1234567 | 4A | +-+++++++ | +-++-+-++ | +-+-++ | 222222 | P |
| BLADE, DENNIS G | 1234567 | 3A | +++--++++ | +++--+-++ | +++--- | 122213 | P |
| BULROCK, ED H | 1234567 | 3B | ---+---+- | ---+----+ | --++-+ | 222120 | P |
| CABBAGE, EDDIE K | 1234567 | 5A | +++++-+++ | +++++--++ | ++++++ | 213222 | P |
| CHANCE, EDWARD A | 1234567 | 3B | +++++++++ | ++++++-++ | ++++++ | 222212 | P |
| CHANEE, FOSTER E | 1234567 | 4B | ---+-+-+- | ---+-+--+ | --+--+ | 212212 | P |
| CLARKS, MALLE W | 1234567 | 3B | ++--+++-- | ++--+++-- | +++--- | 333332 | N=high |
| CROOP, HUGH | 1234567 | 1B | +-++---++ | +-++----+ | +---++ | 220111 | P |
| DENICE, JACKIE | 1234567 | 1A | +++--++++ | +++---+++ | ++++-- | 112111 | D |
| DEPER, JOHN M | 1234567 | 2A | ---+---+- | ---+----+ | ---+++ | 221223 | A=med |
| DINNO, JOHNNY R | 1234567 | 4A | +++++-+++ | +++++--++ | ++-+++ | 122213 | P |
| DILARK, JUDE K | 1234567 | 3A | +++++++++ | +++++++++ | ++-+++ | 222120 | P |
| DUNSTER, JULIA R | 1234567 | 4A | ---+-+-+- | 0---+-+-+ | ---+++ | 213222 | N=high |
| FARRER, KEANU S | 1234567 | 1B | ++--+++-- | ++---+++- | ++-+-- | 222212 | A=low |
| FRANKS, KIRSTEN D | 1234567 | 5A | +-++---++ | +-++----+ | +---+++ | 212212 | N=high |
| FULLER, MARTIN L | 1234567 | 5A | +++--++++ | +++---+++ | ++-++- | 333332 | P |
| GRAPH, MARY T | 1234567 | 4A | ---+---+- | ---+----+ | --+--+ | 220111 | A=high |
| GRASS, NATELLY,T | 1234567 | | +++++-+++ | +++++--++ | +++-++ | 112111 | N=non |
| GRASSETT, NICHOLAS A | 1234567 | 3A | +++++++++ | +++++++++ | ++++++ | 221223 | P |
| HEARTFIELD, NICK A | 1234567 | 5B | Student exempted from school accountability | | | | |
| MCCOY, PENELOPE D | 1234567 | 1A | +++--++++ | +++---+++ | +++-+- | 112111 | D |
| MCMILLER, RENEE D | 1234567 | 2A | ---+---+- | ---+----+ | --+--+ | 221223 | A=med |
| MULLER, ROB R | 1234567 | 4A | +++++-+++ | +++++--++ | +++-++ | 122213 | P |
| NORTONEZ, ROBERT E | 1234567 | 3A | +++++++++ | +++++++++ | ++++-+ | 222120 | P |
| POTTER, ROBERT F | 1234567 | 4A | ---+-+-+- | ---+-+--+ | ---+-+ | 213222 | N=high |
| RABBIT, ROGER G | 1234567 | 1B | ++--+++-- | ++---+++- | ++-+-- | 222212 | A=low |
| RICHMOND, SAM F | 1234567 | 5A | +-++---++ | +-++----+ | +-+-++ | 212212 | N=high |
| SCHOENLEBER, SANDRA S | 1234567 | 5A | +++--++++ | +++---+++ | +++-+- | 333332 | P |
| WINTER, STEVEN K | 1234567 | 4A | ---+---+- | ---+----+ | --++-+ | 220111 | P |
| WOLF, THOMAS A | 1234567 | 2B | +++++-+++ | +++++--++ | ++++-+ | 112111 | P |
| ZIMMERMAN, TOM E | 1234567 | 3A | +++++++++ | +++++++++ | +++--+ | 221223 | P |

Item Responses
Multiple Choice
+: Correct answer
-: Incorrect response
0: Blank/multiple response
X: Unscorable

Open Response
0-4: Score points
B: Blank
X: Unscorable

Form
1A/1B - 5A/5B: Valid test forms
Blank: No form indicated

Performance Level
D: Distinguished
P: Proficient
A-high: Apprentice high
A-med: Apprentice medium
A-low: Apprentice low
N-high: Novice high
N-med: Novice medium
N-non: Novice non-performance

*: Multiple Choice and Open Response items are reported in the order the items appear in the test booklet. The reported number is not necessarily the test booklet item number.

Page 1

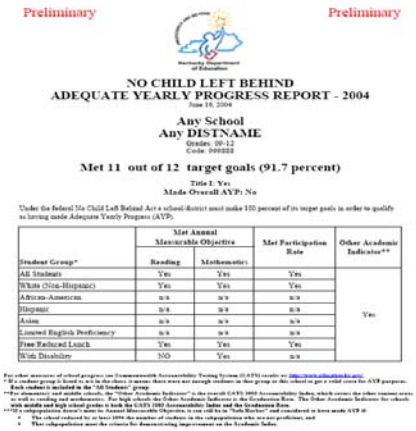


07/08/03

The Item Level Report shows each students individual answers for the Multiple Choice and Open Ended Items. Multiple choice correct items are marked by a "+" while an incorrect item is "-." Open Response are scored 0-4. Item numbers are listed vertically at the top of the page. In addition, the Lithocode and the Performance Level are listed.

- Look for high numbers of blank (0) multiple choice responses. This means students left items blank. High numbers of blanks may mean students didn't understand the question or the content.
- Look for high numbers of blanks or 0 scores on the Open Response section. A zero indicates the student wrote something, but it did not add any information to the answer or was so off task that it didn't make sense. A "B" indicates a blank meaning the student left the answer space totally empty. High numbers of 0s and Bs may mean the students did not understand the content, the question or the process of the Open Response Item.

- What insights do you have after examining the Item Response Report? What does this mean for curriculum, instruction or assessment?



Preliminary Preliminary

NO CHILD LEFT BEHIND
ADEQUATE YEARLY PROGRESS REPORT - 2004

Any School
Any DISTNAME

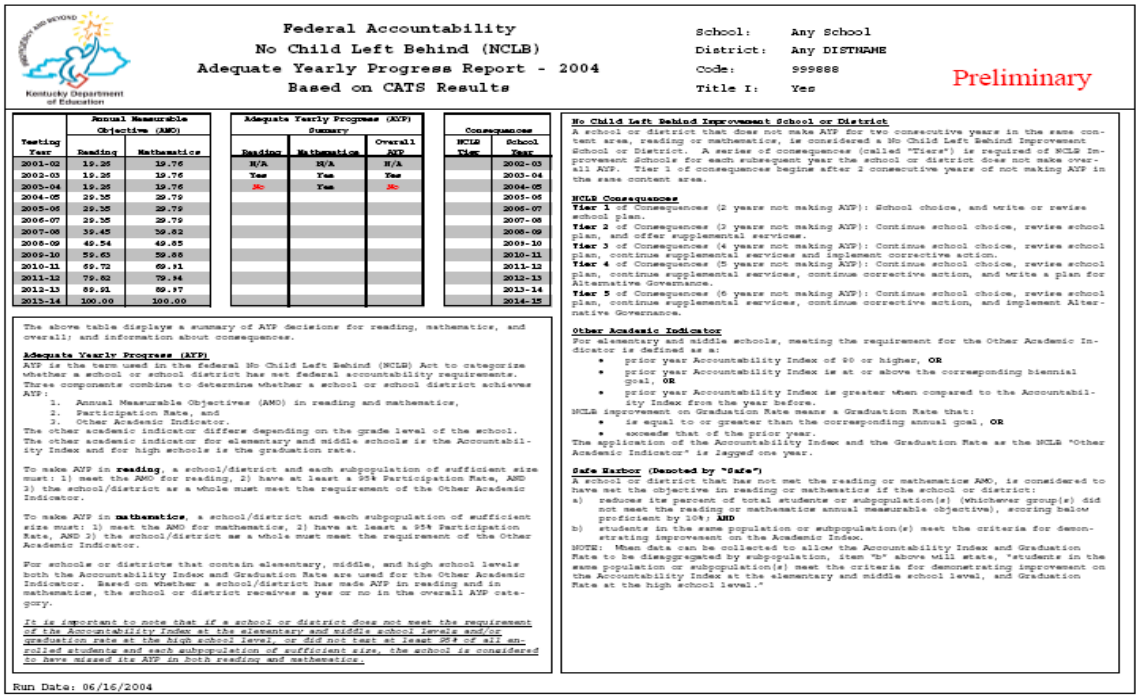
Met 11 out of 12 target goals (91.7 percent)

Title I: Yes
Made Overall AYP: No

| Student Group* | Met Annual Measurable Objective | | Met Participation Rate | Other Academic Indicator** |
|---|---|---|---|---|
| | Reading | Mathematics | | |
| All Students | Yes | Yes | Yes | Yes |
| White (Non-Hispanic) | Yes | Yes | Yes | |
| African-American | n/a | n/a | n/a | |
| Hispanic | n/a | n/a | n/a | |
| Asian | n/a | n/a | n/a | |
| Limited English Proficiency | n/a | n/a | n/a | |
| Free Reduced Lunch | Yes | Yes | Yes | |
| With Disability | NO | Yes | n/a | |

This page begins the Annual Yearly Progress Report (otherwise known as AYP) required by the No Child Left Behind ACT (federal law), otherwise known as NCLS. Under NCLB, a school must make 100 percent of its target goals in order to qualify as having made Adequate Yearly Progress.

- Is this a Title I school?
- What percent of its target goals did the school meet?
- Were there any subgroups for which the school did not have to meet annual measurable objectives?
  If so, for which subgroups did the school not have to meet annual measurable objectives?
- Did the school meet its annual measurable objective in Reading for each applicable subgroup?
  If not, for which subgroup did the school not meet its annual measurable objective in Reading?
- Did the school meet its annual measurable objective in Mathematics for each applicable subgroup?
  If not, for which subgroup did the school not meets its annual measurable objective in Mathematics?
- Were there any subgroups for which the school did not have to meet a participation rate?
  If so, for which subgroups did the school not have to meet a participation rate?
- Did the school meet the participation rate for each applicable subgroup?
  If not, for which subgroup did the school not meet the participation rate?
- Did the school meet its Other Academic Indicator?
  What IS the Other Academic Indicator for this school?
- Overall, did the school make Adequate Yearly Progress?



Federal Accountability
No Child Left Behind (NCLB)
Adequate Yearly Progress Report - 2004
Based on CATS Results

School: Any School
District: Any DISTNAME
Code: 999888
Title I: Yes

Preliminary

| Testing Year | Annual Measurable Objective (AMO) | |
|---|---|---|
| | Reading | Mathematics |
| 2001-02 | 19.25 | 19.76 |
| 2002-03 | 19.25 | 19.76 |
| 2003-04 | 19.25 | 19.76 |
| 2004-05 | 29.55 | 29.79 |
| 2005-06 | 29.55 | 29.79 |
| 2006-07 | 29.55 | 29.79 |
| 2007-08 | 39.45 | 39.82 |
| 2008-09 | 49.54 | 49.85 |
| 2009-10 | 59.63 | 59.86 |
| 2010-11 | 69.72 | 69.91 |
| 2011-12 | 79.82 | 79.94 |
| 2012-13 | 89.91 | 89.97 |
| 2013-14 | 100.00 | 100.00 |

| Adequate Yearly Progress (AYP) Summary | | |
|---|---|---|
| Reading | Mathematics | Overall AYP |
| N/A | N/A | N/A |
| Yes | Yes | Yes |
| No | Yes | No |

| Consequences | |
|---|---|
| NCLB Tier | School Year |
| | 2002-03 |
| | 2003-04 |
| | 2004-05 |
| | 2005-06 |
| | 2006-07 |
| | 2007-08 |
| | 2008-09 |
| | 2009-10 |
| | 2010-11 |
| | 2011-12 |
| | 2012-13 |
| | 2013-14 |
| | 2014-15 |

The above table displays a summary of AYP decisions for reading, mathematics, and overall; and information about consequences.

**Adequate Yearly Progress (AYP)**
AYP is the term used in the federal No Child Left Behind (NCLB) Act to categorize whether a school or school district has met federal accountability requirements. Three components combine to determine whether a school or school district achieves AYP:
1. Annual Measurable Objectives (AMO) in reading and mathematics,
2. Participation Rate, and
3. Other Academic Indicator.

The other academic indicator differs depending on the grade level of the school. The other academic indicator for elementary and middle schools is the Accountability Index and for high schools is the graduation rate.

To make AYP in **reading**, a school/district and each subpopulation of sufficient size must: 1) meet the AMO for reading, 2) have at least a 95% Participation Rate, AND 3) the school/district as a whole must meet the requirement of the Other Academic Indicator.

To make AYP in **mathematics**, a school/district and each subpopulation of sufficient size must: 1) meet the AMO for mathematics, 2) have at least a 95% Participation Rate, AND 3) the school/district as a whole must meet the requirement of the Other Academic Indicator.

For schools or districts that contain elementary, middle, and high school levels both the Accountability Index and Graduation Rate are used for the Other Academic Indicator. Based on whether a school/district has made AYP in reading and in mathematics, the school or district receives a yes or no in the overall AYP category.

*It is important to note that if a school or district does not meet the requirement of the Accountability Index at the elementary and middle school levels and/or graduation rate at the high school level, or did not test at least 95% of all enrolled students and each subpopulation of sufficient size, the school is considered to have missed its AYP in both reading and mathematics.*

**No Child Left Behind Improvement School or District**
A school or district that does not make AYP for two consecutive years in the same content area, reading or mathematics, is considered a No Child Left Behind Improvement School or District. A series of consequences (called "Tiers") is required of NCLB Improvement Schools for each subsequent year the school or district does not make overall AYP. Tier 1 of consequences begins after 2 consecutive years of not making AYP in the same content area.

**NCLB Consequences**
**Tier 1** of Consequences (2 years not making AYP): School choice, and write or revise school plan.
**Tier 2** of Consequences (2 years not making AYP): Continue school choice, revise school plan, and offer supplemental services.
**Tier 3** of Consequences (4 years not making AYP): Continue school choice, revise school plan, continue supplemental services and implement corrective action.
**Tier 4** of Consequences (5 years not making AYP): Continue school choice, revise school plan, continue supplemental services, continue corrective action, and write a plan for Alternative Governance.
**Tier 5** of Consequences (6 years not making AYP): Continue school choice, revise school plan, continue supplemental services, continue corrective action, and implement Alternative Governance.

**Other Academic Indicator**
For elementary and middle schools, meeting the requirement for the Other Academic Indicator is defined as a:
- prior year Accountability Index of 90 or higher, **OR**
- prior year Accountability Index is at or above the corresponding biennial goal, **OR**
- prior year Accountability Index is greater when compared to the Accountability Index from the year before.

NCLB improvement on Graduation Rate means a Graduation Rate that:
- is equal to or greater than the corresponding annual goal, **OR**
- exceeds that of the prior year.

The application of the Accountability Index and the Graduation Rate as the NCLB "Other Academic Indicator" is Jagged one year.

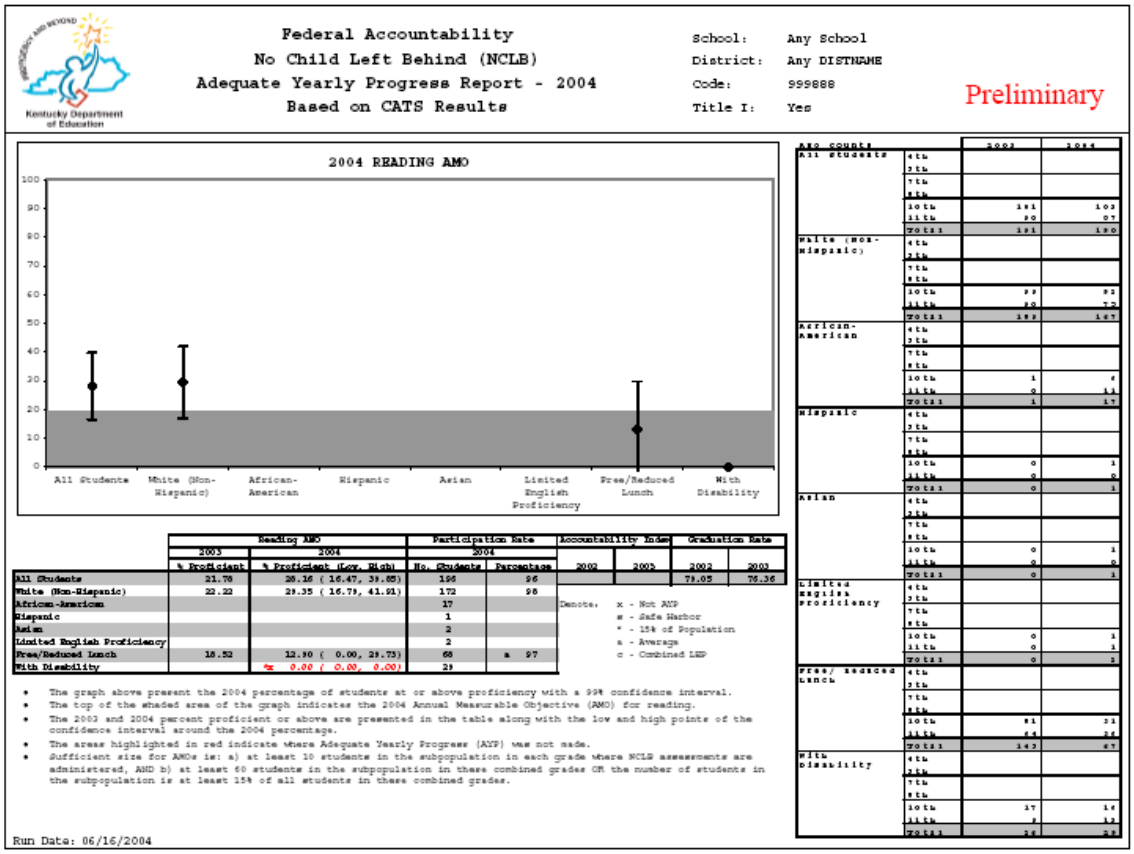
**Safe Harbor (Denoted by "Safe")**
A school or district that has not met the reading or mathematics AMO, is considered to have met the objective in reading or mathematics if the school or district:
a) reduces its percent of total students or subpopulation(s) (whichever group(s) did not meet the reading or mathematics annual measurable objective), scoring below proficient by 10%; **AND**
b) students in the same population or subpopulation(s) meet the criteria for demonstrating improvement on the Academic Index.

NOTE: When data can be collected to allow the Accountability Index and Graduation Rate to be disaggregated by subpopulation, item "b" above will state, "students in the same population or subpopulation(s) meet the criteria for demonstrating improvement on the Accountability Index at the elementary and middle school level, and Graduation Rate at the high school level."

Run Date: 06/16/2004

This page of the Annual Yearly Progress Report gives the Annual Measurable Objective target goals in Reading and Mathematics for the school through School Year 2013 – 2014, a three year history of the school's performance in meeting Annual Measurable Objective target goals in Reading and Mathematics and a three year history of the consequences (if any) of the school's performance in meeting its target goals.

- If the school has incurred consequences, in what year were consequences first incurred?
- What is the school's current consequences Tier (if any)?
- If the school is currently in some Tier of consequences, what are the sanctions imposed upon the school?
- What is the result of a school's not meeting its Other Academic Indicator?
- What must a school do to make Adequate Yearly Progress in Reading?
- What must a school do to make Adequate Yearly Progress in Mathematics?
- Is this school currently a No Child Left Behind Improvement School?
- What is meant by the "Safe Harbor" for a school?



Federal Accountability
No Child Left Behind (NCLB)
Adequate Yearly Progress Report - 2004
Based on CATS Results

School: Any School
District: Any DISTNAME
Code: 999888
Title I: Yes

Preliminary

2004 READING AMO

All Students | White (Non-Hispanic) | African-American | Hispanic | Asian | Limited English Proficiency | Free/Reduced Lunch | With Disability

| | Reading AMO | | Participation Rate | | Accountability Index | | Graduation Rate | |
|---|---|---|---|---|---|---|---|---|
| | 2003 | 2004 | 2004 | | | | | |
| | % Proficient | % Proficient (Low, High) | No. Students | Percentage | 2002 | 2003 | 2002 | 2003 |
| All Students | 21.76 | 28.16 ( 16.47, 39.85) | 196 | 96 | | | 79.05 | 76.36 |
| White (Non-Hispanic) | 22.22 | 29.35 ( 16.79, 41.91) | 172 | 98 | | | | |
| African-American | | | 17 | | | | | |
| Hispanic | | | 1 | | | | | |
| Asian | | | 2 | | | | | |
| Limited English Proficiency | | | 2 | | | | | |
| Free/Reduced Lunch | 18.52 | 12.90 ( 0.00, 29.73) | 68 | a 97 | | | | |
| With Disability | | x 0.00 ( 0.00, 0.00) | 29 | | | | | |

Denote: x - Not AYP
# - Safe Harbor
* - 15% of Population
a - Average
c - Combined LEP

- The graph above present the 2004 percentage of students at or above proficiency with a 99% confidence interval.
- The top of the shaded area of the graph indicates the 2004 Annual Measurable Objective (AMO) for reading.
- The 2003 and 2004 percent proficient or above are presented in the table along with the low and high points of the confidence interval around the 2004 percentage.
- The areas highlighted in red indicate where Adequate Yearly Progress (AYP) was not made.
- Sufficient size for AMOs is: a) at least 10 students in the subpopulation in each grade where NCLB assessments are administered, AND b) at least 60 students in the subpopulation in these combined grades OR the number of students in the subpopulation is at least 15% of all students in these combined grades.

Run Date: 06/16/2004

| AYP COUNTS | | 2003 | 2004 |
|---|---|---|---|
| All Students | 4th | | |
| | 5th | | |
| | 7th | | |
| | 8th | | |
| | 10th | 101 | 103 |
| | 11th | 90 | 97 |
| | Total | 191 | 200 |
| White (Non-Hispanic) | 4th | | |
| | 5th | | |
| | 7th | | |
| | 8th | | |
| | 10th | 93 | 91 |
| | 11th | 80 | 76 |
| | Total | 173 | 167 |
| African-American | 4th | | |
| | 5th | | |
| | 7th | | |
| | 8th | | |
| | 10th | 1 | 4 |
| | 11th | 0 | 13 |
| | Total | 1 | 17 |
| Hispanic | 4th | | |
| | 5th | | |
| | 7th | | |
| | 8th | | |
| | 10th | 0 | 1 |
| | 11th | 0 | 0 |
| | Total | 0 | 1 |
| Asian | 4th | | |
| | 5th | | |
| | 7th | | |
| | 8th | | |
| | 10th | 0 | 1 |
| | 11th | 0 | 0 |
| | Total | 0 | 1 |
| Limited English Proficiency | 4th | | |
| | 5th | | |
| | 7th | | |
| | 8th | | |
| | 10th | 0 | 1 |
| | 11th | 0 | 1 |
| | Total | 0 | 2 |
| Free/ Reduced Lunch | 4th | | |
| | 5th | | |
| | 7th | | |
| | 8th | | |
| | 10th | 61 | 51 |
| | 11th | 64 | 56 |
| | Total | 143 | 67 |
| With Disability | 4th | | |
| | 5th | | |
| | 7th | | |
| | 8th | | |
| | 10th | 17 | 16 |
| | 11th | 7 | 13 |
| | Total | 24 | 29 |

This page of the Annual Yearly Progress Report gives a two year history of the percent of proficient performance in Reading (disaggregated by subgroups), the number of students enrolled and the percent of participation (disaggregated by subgroups, the school's 2002 and 2003 Other Academic Indicator results and the school's 2003 and 2004 student participation counts (disaggregated by subgroups) that are used to determine percent of participation. In addition, the graph presents the 2005 percentage of students at or above proficiency (disaggregated by subgroups) with a 99% confidence interval shown.

- What is the one factor that influences the width of the confidence interval?

- What information on this page explains why one or more subgroups of a school might not have an Annual Measurable Objective target goal in Reading for 2004?

- What information on this page explains why one or more subgroups of a school might not have a Participation Rate target goal?

- What information on this page explains why one or more subgroups of a school might have an Annual Measurable Objective target goal, but NOT have a Participation Rate target goal?